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ABSTRACT

In 1991, survey questionnaires were completed by College Placement Council college members in a study assessing the status of career planning and placement activities. This document contains tables and open-ended responses to selected questions given by a representative sample of schools of engineering or schools with primarily technical curricula (N=36). Seventeen data tables provide information from all respondents and from engineering/technical school respondents to questions on office structure, facilities, staff, finances, and services. A section on trends in career planning and placement lists responses of engineering/technical school respondents to these questions examining the respondents' perceptions of: (1) the greatest changes in career planning/placement over the past 5 years; (2) the greatest changes in college students over the past 5 years; (3) the greatest change that career planning/placement will have to make over the next several years; (4) the single most important thing their office does or should do to assist college students in making the transition to the world of work; and (5) the single greatest problem facing career planning/placement over the next several years. (NB)

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1991 Career Planning & Placement Survey

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Table of Contents

Office Title 1
Number of Interview Rooms 2
Interview Rooms Located Within Career Planning & Placement Office 2
Accessibility of Career Planning & Placement Office 2
Staff by Title 3
Characteristics of Career Planning & Placement Directors 4
Characteristics of Career Planning & Placement Professional Staff 4
Annual Operating Budget Including Salaries 5
Annual Operating Budget Excluding Salaries 6
Salary Ranges of Career Planning & Placement Directors 6
Salary Ranges of Career Planning & Placement Associate Directors 7
Salary Ranges of Career Planning & Placement Assistant Directors 7
Salary Ranges of Career Counselors 7
Services Offered Through Career Planning & Placement Center 8
Target Populations of Special Programs or Services 8
Number of Companies Recruiting on Campus 1990-91 9
Student Use of Career Planning & Placement Office. 9
Trends in Career Planning & Placement 10

1991 Career Planning & Placement Survey

Engineering/Technical School Responses

Following are responses to selected questions from the *1991 Career Planning & Placement Survey* given by institutions determined to be schools of engineering or schools with primarily technical curricula (number = 36).

TABLE 1

OFFICE TITLE

	Percent	
	All Resp.	Eng/Tech Resp.
Placement	10.4	17.6
Career Planning & Placement	25.6	17.6
Career Counseling & Placement	4.1	8.8
Career Services	19.6	14.7
Career Development	11.9	0.0
Career Development & Placement	3.1	0.0
Career Center/ Career Resource Center	5.1	8.8
Other	20.2	32.4

TABLE 2

NUMBER OF INTERVIEW ROOMS
(ENGINEERING/TECHNICAL SCHOOL RESPONDENTS ONLY)

Number of Rooms	Number of Respondents
1	2
2	4
3	3
5	0
6	4
7	2
8	0
9	0
10	1
11	1
12	4
14	2
18	2
30	1
36	1

TABLE 3

INTERVIEW ROOMS LOCATED WITHIN CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	Eng/Tech Resp.
Yes	79.6	67.6
No	20.4	32.4

TABLE 4

ACCESSIBILITY OF CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	Eng/Tech Resp.
Very accessible	49.7	61.0
Accessible	42.5	27.8
Inaccessible	7.5	11.1

TABLE 5

STAFF BY TITLE
(ENGINEERING/TECHNICAL SCHOOL RESPONDENTS ONLY)

	Number of Individuals in Position					
	1	2	3	4	5	6+
Full-Time						
Associate Director	4	1	2			
Assistant Director	5	1				
Career Counselor	2		1		1	1
Experiential Ed. Coord.	3			1		
Placement Coord.	6	1	1			
Career Librarian	2					
Job Developer	6	1	1			
Graduate Asst.		1				
Secretary	14	5	2	4		1
Part-Time						
Associate Director						
Assistant Director	1					
Career Counselor	2					
Experiential Ed. Coord.	1					
Placement Coord.	1					
Career Librarian						
Job Developer	1					
Graduate Asst.		1		1		
Secretary	11	3	1	1	1	

NOTE: Statistics in this table represent number of respondents

TABLE 6

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT DIRECTORS

	Percent	
	All Resp.	Eng/Tech Resp.
Age		
Under 25	0.1	0.0
25-34	14.1	5.9
35-49	56.5	52.9
50-65	28.5	41.2
Over 65	0.8	0.0
Gender		
Female	55.9	50.0
Male	44.1	50.0
Race		
Asian/Pacific	1.0	0.0
Black	6.2	8.8
Hispanic	1.4	2.9
Native American	0.9	0.0
White	90.5	88.2
Previous Experience		
Average number of years in career planning & placement	10.8	12.3
Average number of years in current position	6.5	7.2
Have previous experience in college relations & recruitment	46.5	60.0
Average number of years in college relations & recruitment	3.5	8.4

TABLE 7

CHARACTERISTICS OF CAREER PLANNING & PLACEMENT PROFESSIONAL STAFF
(OTHER THAN DIRECTOR)

	Percent	
	All Resp.	Eng/Tech Resp.
Age		
Under 25	6.9	10.3
25-34	36.2	47.4
35-49	43.1	33.3
50-65	13.4	9.0
Over 65	0.4	0.0

(continued)

(Table 7 continued)

	Percent	
	All Resp.	Eng/Tech Resp.
Gender		
Female	76.1	76.5
Male	23.9	23.5
Race		
Asian/Pacific	1.8	2.4
Black	13.1	32.1
Hispanic	4.6	8.3
Native American	2.1	1.2
White	78.4	56.0

TABLE 8

ANNUAL OPERATING BUDGET INCLUDING SALARIES
(ENGINEERING/TECHNICAL SCHOOL RESPONDENTS ONLY)

	Number of Respondents
Less than $10,000	1
$10,000-$20,000	0
$20,001-$30,000	1
$30,001-$40,000	1
$40,001-$50,000	1
$50,001-$60,000	1
$60,001-$75,000	4
$75,001-$100,000	3
$100,001-$150,000	8
$150,001-$200,000	8
$200,001-$300,000	3
$300,001-$400,000	3
$400,001-$500,000	0
$500,001-$750,000	2

TABLE 9

ANNUAL OPERATING BUDGET EXCLUDING SALARIES
(ENGINEERING/TECHNICAL SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$2,001-$3,000	2
$3,001-$4,000	1
$4,001-$5,000	0
$5,001-$6,000	2
$6,001-$7,500	0
$7,501-$10,000	2
$10,001-$12,500	2
$12,501-$15,000	1
$15,001-$20,000	1
$20,001-$25,000	6
$25,001-$30,000	3
$30,001-$40,000	8
$40,001-$50,000	4
$50,001-$75,000	2
$75,001-$100,000	0
More than $100,000	1

TABLE 10

SALARY RANGES OF CAREER PLANNING & PLACEMENT DIRECTORS
(ENGINEERING/TECHNICAL SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$15,000-$20,000	1
$20,001-$25,000	3
$25,001-$30,000	3
$30,001-$35,000	4
$35,001-$40,000	6
$40,001-$45,000	3
$45,001-$50,000	3
$50,001-$55,000	6
$55,001-$60,000	1
$60,001-$65,000	2
$65,001-$75,000	2
More than $75,000	1

TABLE 11

SALARY RANGES OF CAREER PLANNING & PLACEMENT ASSOCIATE DIRECTORS
(ENGINEERING/TECHNICAL SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$15,001-$17,500	1
$17,501-$20,000	0
$20,001-$25,000	5
$25,001-$30,000	5
$30,001-$35,000	5
$35,001-$40,000	1
$40,001-$45,000	1
$45,001-$50,000	0
More than $50,000	1

TABLE 12

SALARY RANGES OF CAREER PLANNING & PLACEMENT ASSISTANT DIRECTORS
(ENGINEERING/TECHNICAL SCHOOL RESPONDENTS ONLY)

	Number of Respondents
$20,001-$25,000	5
$25,001-$30,000	3
$30,001-$35,000	2
$35,001-$40,000	0
$40,001-$45,000	0
$45,001-$50,000	1

TABLE 13

SALARY RANGES OF CAREER COUNSELORS
(ENGINEERING/TECHNICAL SCHOOL RESPONSES ONLY)

	Number of Respondents
$17,501-$20,000	7
$20,001-$25,000	5
$25,001-$30,000	4
$30,001-$35,000	3
$35,001-$40,000	9
$40,001-$45,000	5

TABLE 14

SERVICES OFFER THROUGH CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	Eng/Tech Resp.
Placement of graduates into full-time employment	93.4	100.0
Career counseling	94.2	97.2
Campus interviewing	91.6	91.7
Occupational and employer information library	93.7	91.7
Placement of students into summer and part-time employment	83.2	80.6
Resume referral	71.6	80.6
Placement of alumni	82.7	77.8
Resume booklets	56.3	69.4
Cooperative education, intern, experiential program	62.8	63.9
Computerized candidate data base	48.2	61.1
Career planning or employment readiness course for credit	31.6	27.8
Academic counseling	28.7	22.2
Credential service	71.9	22.2
Dropout prevention & counseling	16.2	19.4
Vocational testing	52.1	13.9

TABLE 15

TARGET POPULATIONS OF SPECIAL PROGRAMS OR SERVICES

	Percent	
	All Resp.	Eng/Tech Resp.
Minority students	35.5	36.1
Career changers	31.0	30.6
Foreign students	23.5	19.4
Adult students	34.6	22.2
Part-time students	18.5	22.2
Disabled students	15.8	13.9
Commuter students	13.9	11.1

TABLE 16

NUMBER OF COMPANIES RECRUITING ON CAMPUS 1990-91

	Percent	
	All Resp.	Eng/Tech Resp.
Average	121	214
Median	55	164
Mode	50	100
Compared to previous year		
More	24	28
Less	54	58

TABLE 17

STUDENT USE OF CAREER PLANNING & PLACEMENT OFFICE

	Percent	
	All Resp.	Eng/Tech Resp.
Percent of graduating class that uses career planning/placement office		
Average	63	77
Median	65	80
Mode	63	80,70
Percent of graduating class that obtains a job through the career planning/placement office		
Average	37	64
Median	30	60
Mode	30,20	60,50
Percent of graduating class that gets a job through on-campus interviewing		
Average	19	43
Median	12	47
Mode	10	50

Trends in Career Planning & Placement

(Engineering/Technical School Respondents)

1. What, in your judgment, have been the greatest changes in career planning/placement over the past five years?

* Deterioration of competent personnel in the field.
* Increased use of computer technology. Emphasis on minority programs (diversity).
* Providing a broader range of services and more involvement from faculty who want information or services that increase their student enrollment.
* Computer networking. Downsizing and budget.
* Mergers, leveraged buy-outs, company failures have created uncertainty in job stability. More competition in work force demands greater student preparedness.
* Computerized software programs for resume writing, searching for jobs. Better counseling techniques to reach more graduates.
* Use of computer software programs for recruitment.
* Beginning of big changes in the economy and waiting for academia to realize they must change the majors and perspectives of students they are producing.
* Computerization/automation. Decentralization of corporate recruiting activities. Pressure on budgets (more for less).
* The uncertainties associated with mergers, buyouts, business failures, etc., that impact recruitment and recruiting professionals.
* Advent of computers to help with scheduling, data sheets, statistics.
* The switch by employers to using tougher screening methods to eliminate potential candidates from actual job interview.
* 1. Candidate registration system. 2. Wider networks. 3. More diverse ways to assist students.
* Use of technology. Fewer campus interviews. Change in types of employers recruiting--more consulting firms and fewer smokestack and aerospace. Reflection of trend toward downsizing. Companies are keeping headcounts down and using consulting firms to pick up the slack.
* Changing company mix--fewer Fortune 500--need small and medium companies on campus. Companies use college relations field as training ground for corporate people. Proliferation of computers in every aspect of career planning field.
* Small, midsize companies discovering the college campus as a resource. Technology available. Companies are focused and in search of quality.

* Move towards automation and using technology to serve students.
* The computerization of the placement process.
* Prescreening. Drug testing. Larger percentage of small, medium-size companies recruiting on campus. Apathy of students.
* Demand for minorities.
* Career/job fairs versus on-campus recruiting. Job availability.
* Computerization of our services.
* The struggle continues to establish educational career planning as a legitimate part of higher education.
* Computer technology.
* Preselection. Career information sessions. Computerization. VCR tapes.
* Computerization of placement operations. Increased level of expectations from dean, faculty, employers. Increased emphasis on role in public relations/industrial liaison between university and industry.
* Computerization. Merger of companies. Economy.
* Graduate placement statistics and documentation.

2. What, in your judgment, have been the greatest changes in college students over the past five years?

* Better informed.
* Emphasis on quality of life criteria rather than big bucks when making career decision.
* A willingness to look at careers, majors, employment in terms other than the highest dollar figure.
* A return to humanity. They aren't as power- and money-hungry as they were a few years ago. More socially aware.
* Decrease in quality communication skills and motivation.
* More diverse student population.
* More nontraditional students (minority, older students, single parents, foreign). Higher expectations for types of jobs and salaries. Lack of basic skills knowledge in math, reading. Lack of financial funds to attend college, especially minorities.
* More goal oriented.
* A little more serious.
* Career (job) oriented. Better prepared for interviews. Computer literacy.
* Increased expectations for a quick solution to the job search. "Microwave approach."
* They don't read and follow directions as well as previously.
* A decrease in awareness of personal attributes: hygiene, attire, cosmetic appearances, etc.
* They seem more geographically flexible. They start their job searches earlier. They are less sure of what they want to do.
* Students better prepared when they leave campus but become obsolete. Students more responsible as consumers--look at placement as service they are purchasing, expect to get money's worth. Students better understanding of work-related experience (co-op, summer internships).
* More tense this year; otherwise, not much.
* Students' written and verbal communications skills have deteriorated. I'm not certain if this is due to television, curricular problems, poor teaching, or what. And, they are disinterested in social, ethical issues and are very job/salary-oriented.
* Apathy. Unwilling to relocate. More interest in salary.
* They seem more serious and also more sophisticated about the job search.
* Some unrealistically high salary expectations.
* More mature, goal-oriented, serious about the job search.
* Family background more unstable.
* Shifting values from success- to happiness-driven motives.
* More structured as to career objectives. More laid back, not as concerned about getting a job.
* Increased competitiveness. Some--very "helpless" and dependent on others to motivate them and to give very specific directions to complete many tasks.
* Seem brighter, computer literate.
* Age--older students.

3. What, in your judgment, will be the greatest change that career planning/placement will have to make over the next several years?

* React to turnover of recruiters and placement personnel resulting in incompetent professionals in the field of college recruiting.
* Altering delivery of services to attract an increasingly diverse student population. Adjusting to significant reduction in resources, reducing or eliminating some traditional services.
* Flexible--provide more services with fewer resources.
* Keeping up with technology--there's always something new. Doing more with less (budget and staff).
* Prepare for the adult learner. The "traditional" student is decreasing quickly.
* Computerization. More marketing to employers.
* Increase marketing efforts to get companies on campus. Computerize the career information. Teach more self-directed job-search methods. Multicultural counseling and placement. Legal issues as they pertain to interviewing.
* Get more technological in recruiting schemes.
* More sophisticated marketing methods. Innovative techniques using technology to make operation of career planning office and employer's cost more effective.
* More high-tech applications--computers, video. Fees for services.
* They will become more computerized. Company recruiting will become more targeted at fewer schools and for the most qualified students.
* Adjusting to an economic slowdown in hiring. Competition for jobs is steadily getting tougher.
* 1. Flexible to the students. 2. Ability to adapt to changes. 3. Automation.
* To provide better career services to students and employers, career planning/placement offices will need to become more computerized.
* 1. We need to learn to work with and market our services to a more diversified student body. 2. We need to make a more proactive approach. 3. We need to become more computer literate.
* Take an international perspective.
* Not many--the leaders will work to do their job better. Programs to better fit students to jobs are necessary.
* Greater sensitivity and awareness of legal issues in hiring and recruiting.
* Computerization. Overcome budget restrictions and less staff. Visibility on campus. Concern with decline in job market.
* Coping with inadequate budgets.
* Adjust to downturn in the economy and concurrent changes in company hiring policies.
* Adjust to the ever-changing economy.

* To survive in the budget process.
* Change the way we think about what we think and do, and think more about what we ought to be doing.
* Sending resumes on computer disks.
* We will either need increased budget and staff as the demands and our various populations grow, or make decisions as to who is our *primary* audience and how best to serve them.
* More nontraditional students with less emphasis on course work and more in work ethic.
* Tracking of graduates.

4. What do you consider the single most important thing your office does or should do to assist college students in making the transition to the world of work?

* Career counseling, job-search strategy.
* Given that we must adequately equip each graduate with good career decision-making and job-seeking skills, we must constantly be encouraging, supportive of them--be their cheerleader in these uncertain times.
* Offer seminars in how to survive the first job, year, etc.
* Helping them to think beyond the college experience--responsibilities, commitment, etc.
* Instill career skills that can be used throughout their working years.
* Actual placement in a first career.
* Our classroom training is mandatory for our career counseling and placement office. If they miss it, they are not entitled to our services. Our telemarketing and marketing efforts to reach employers and be a liaison to full-time employment.
* Educating them in proper job-search techniques and strategies.
* Begin earlier in job pursuit. Develop networking techniques and use every available learning experience to enhance their academic learning.
* More work for students in the bottom half of the class.
* Hit them early and often, give them reality checks, get them into a co-op or internship experience. You know--tell them what you know.
* Contacts with potential employers representing career opportunities.
* Interview skills.
* One-to-one counseling on an individual basis.
* Provide more employment-related seminars to assist students with their job search and provide more job opportunities.
* Teach them the skills they need to adapt to new environments: flexibility, ask questions, communication skills. (It's really worthy of debate whether it is our responsibility to teach them these things.)
* We stay on top of everything that is happening in the corporate world so we can be a bridge to that world for students. All of our programs, services, and support are designed to encourage students, help them make career decisions, and help them adjust to the working world.
* Give motivation and direction.
* Learn skills of self-assessment and job search.
* Get the job. Learn the skills to find employment. Understand the world of work.
* Career planning/education.
* Career planning seminars. Panels/talks from recent grads.
* Should do more to prepare them for on-the-job realities.
* Stress accepting responsibility and accountability.
* Prepare and educate them for the transition.

* Counsel, counsel, counsel.
* Career advising workshops.
* Helping them understand how the system works so they can make it work for themselves.
* Seminars including interaction with recent graduates.
* To teach them job-hunting and self-assessment skills for use now--and in the future. To show support, patience, and firm guidelines as we introduce them to the "world of work." Do not overload them with *too much* information. Be relevant, concise.
* Networking and communication.
* Changing the attitudes of students.

5. What do you see as the single greatest problem facing career planning/placement over the next several years?

* Deterioration of competent personnel in the field.
* Like everywhere else, being asked to do more with less. Forced to choose between good programs/services and very good programs/services.
* Dwindling resources.
* Having to help more students find jobs in an uncertain economy.
* As world continues to shrink, graduates will need to be more adaptable to a variety of corporate cultures and changing work force. Grads will need to have global outlook.
* Budget cuts.
* While all challenges are important, it remains that multicultural issues and making employers aware of students' ability will be a problem. Because of decrease in communication skills, all companies want a 3.5 GPA. They need to be aware that selection criteria involves more than GPA.
* Measuring effectiveness of services through any concrete data.
* Vast changes in the job market. Company downsizing. International corporations and all business expanding worldwide.
* Budget restrictions.
* The supply and demand imbalance, especially in technical programs.
* Trying to understand and operate in accordance with fuzzy opinions on laws/directives for equal opportunity, immigration, work authorization/eligibility.
* Lack of high-level jobs for graduates.
* 1. Funding. 2. Staffing. 3. Recognition of the value career planning/placement has within the educational system. The career center's status as a second-class citizen (to academics, research, etc.) must change.
* Time management.
* Funding and institutional support.
* Dealing with employers who have little idea of how to select employees.
* Deteriorating financial and/or administrative support.
* Budget restrictions.
* Coping with inadequate budgets.
* Employers decentralizing their college recruiting activities. Too much turnover in the college relations department. Effective communications.
* Uncertainty of the labor market.
* Budget/facilities.
* Justifying on-campus recruiting as the primary sources of jobs.
* Some restructuring to accommodate older students and those making career changes.
* Becoming an active, equal, and highly regarded program in the university. Meeting students' needs *first* while, at the same time, trying to meet the ever-growing list of needs from employers and development officers. Operating efficiently and effectively with dwindling budgets, growing demands.
* Still being here.
* Shortage of jobs. Recession.